DOCUMENT RESUME

ED 141 293 SP 011 140

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TITLE Implementing the School Based Teacher Educator Program in Teacher Centers.
SPONS AGENCY Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.
PUB DATE May 77
NOTE 37p.; For related documents, see ED131 039-41, ED124 512-15, SP011 137-40.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Evaluation Criteria; *Institutional Role; *Management Development; Performance Based Teacher Education; *Program Development; Program Planning; *Teacher Centers; *Teacher Educator Education
IDENTIFIERS *School Based Teacher Educators

ABSTRACT

This report is designed to assist the personnel of organized teacher centers in instituting the School Based Teacher Educators program. The first section explores some basic assumptions and general principles underlying the concept of teacher centering as it is currently being employed, including collaboration, governance, societal role, diversity of opinion, goal specifications, career-long development, research efforts, etc. A standard definition of "teacher center" is offered, built on the premise of collaboration between various segments of the profession. The major members of a teacher center are identified and their roles discussed. An implementation plan is offered, devoted to suggesting objectives, action steps, and assessment procedures for each segment of a management plan: planning, organization, staffing procedures, governance, and evaluation. A selected bibliography of twenty-four items concludes the report. (MB)

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ED141293

Implementing the SCHOOL BASED TEACHER EDUCATOR Program in Teacher Centers

A PROJECT SUPPORTED BY THE FUND FOR THE IMPROVEMENT OF POST-SECONDARY EDUCATION, H.E.W.

SP 011 140

SCHOOL BASED TEACHER EDUCATORS

2

Implementing the

SCHOOL BASED TEACHER EDUCATOR

Training/Assessment Program in Teacher Centers

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MAY, 1977

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This paper was prepared as part of the project *Improving the Competence of School Based Teacher Educators Through CBTE Training and Credentialing Systems*, supported by THE FUND FOR THE IMPROVEMENT OF POST-SECONDARY EDUCATION, Department of Health, Education, and Welfare. The opinions expressed in this publication do not necessarily reflect the position, policy, or endoresement of THE FUND.

During the past five years as Texans have explored and experimented with the teacher center concept, Dr. Kyle Killough has provided statewide leadership as Director of the Texas Teacher Center Project. This volume, which provides practical guidelines for teacher center development, reflects the contributions and dedication of Kyle—thus it is fitting that the volume be dedicated to him.

Dwane Kingery
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Allen R. Warner
James M. Cooper

June 8, 1977

A Management Plan

for

Implementing

the

School Based Teacher Educator

Training/Assessment Program

in

Teacher Centers

INTRODUCTION

Background and Purpose

Teacher educators in the field began to receive considerable attention in Texas during the fall of 1975 with the initiation of the School Based Teacher Educator Project. This project, supported by the Fund for the Improvement of Post Secondary Education, an activity of the U.S. Department of Health, Education, and Welfare, was under the direction of the Teacher Center at the University of Houston.

The project had as its goals to improve teacher education in Texas by (1) Developing a set of competency specifications for school based teacher educators, (2) Training and recognizing experienced teachers for this role; and in the process, (3) Encouraging cooperation among Texas Teacher Centers. A series of specific objectives developed by the project staff and endorsed by the State Advisory Committee dealt with designing an assessment system, developing and testing training systems, discovering the interest and concerns of Teacher Centers, organizing these teacher centers, and field testing the SBTE training system.

With the accomplishment during the years 1975-1977 of these specific objectives and thereby the major goals, the institution of these proven products into the system of teacher education was deemed of major importance. Hence, the need for a technical report such as this designed to provide information concerning the actual installation of the SBTE program.

If Teacher Centers across Texas are to thrive, they must involve themselves in a variety of activities which will cause them to grow. As the state has placed a great deal of confidence in the role of Teacher Centers in teacher education, it then becomes obvious that a Center should concern itself with quality of the product. Such an activity is that of instituting the School Based-Teacher Educator Project.

Teacher Centers vary in organizational structure, in the functional arrangement of tasks, and in personnel. Nevertheless, a general management plan, adaptable to a variety of needs, is felt to be needed and is the focus of this report.

General Organization of the Report

The report is designed to assist the personnel of organized teacher centers to institute the School Based Teacher Educators program. In order to establish a common base for the development of a management plan the first section will deal with teacher centering.

This first section will explore some basic assumptions and general principles underlying the concept of teacher centering as it is currently being employed. A standard definition of a teacher center built on the premise of the collaboration of various segments of the profession will be offered. In addition the major members of a teacher center will be identified and the role of each will be proposed.

Following this section will be the implementation plan. This section will be devoted to suggesting objectives, action steps, and assessment procedures for each of the commonly accepted elements of a management plan. These elements are as follows:

A. Planning
B. Organizing
C. Staffing

D. Directing
E. Controlling
F. Evaluating

Obviously, the two sections will of necessity form a single proposal for instituting the School Based Teacher Educator Program as the management plan must be considered a subsystem of the total teacher center concept.

A selected bibliography will conclude the report enabling the user to secure additional information and ideas. This bibliography is only a small sample of the resources available.

COOPERATIVE TEACHER CENTERS

I. Concept of Teacher Centering

Efforts to improve teacher education through changes in the delivery system especially the field experience portion resulted in a new model appearing in the early 1970's. This model was based on a series of developmental efforts which began in 1961 in Texas and had as its basic tenet the involvement of all segments of the profession. These early efforts were supported with private funds, but the Education Professions Development Act passed in 1967 by the U.S. Congress gave tremendous assistance to the development of the teacher center concept.

Early efforts at teacher centering tended to be rather loosely organized with little attention being directed toward the issue of governance. These early efforts instead concentrated on learning to work together, to respect one another, and to produce effective beginning teachers. The representatives of the major partners -- universities, public schools, teacher organizations, and communities -- discovered that common goals and objectives often gave them the needed vehicle for developing mutual trust and respect.

Soon the concept of a teacher center devoting its entire effort to preservice teacher education became obsolete as the partners strove to improve the preparation of all teachers. A philosophy of providing programs for improvement throughout the entire career of a teacher or professional worker soon began to prevail.

These early efforts and the many enlightening experiences gained have produced a number of assumptions and principles of operation for teacher centers. These assumptions and principles are apparently based on a definition of teacher centering similar to the following:

> "Teacher centering is a process of organizing to provide professional development for all types of personnel engaged in educating young people. This process is best exemplified in an organization known as a teacher center. Such an organization has as its basis the involvement of teacher organizations, public school districts, communities, and colleges/universities. The major purposes of teacher centers then are (1) to provide initial pre-professional experiences, (2) to provide programs for improving professional personnel, (3) to conduct or participate in basic and applied research in teacher education, (4) to test promising materials and techniques, and (5) to develop long range plans for financing. Teacher centers have as their basic mode of operation the shared management of professional development."

II. Assumptions Underlying Teacher Centers

A number of fundamental assumptions underlying teacher centering as a concept have emerged. Among these are the following:

1. Cooperative or collaborative efforts produce more effective personnel development programs.

2. Personnel in the profession can work together to achieve common goals.

3. Control or power can be a major issue in cooperative or collaborative effort.

4. Other segments of society such as the community and the state have important roles in efforts to provide professional development.

5. Effective cooperative or collaborative efforts tend to divorce themselves from close association with any of the partners.

6. Diversity of opinion and variance in program development must be insured.

7. Cooperative endeavors demand precisely stated goals and objectives.

8. Professional development programs must encompass the entire career of the professional.

9. All professional personnel must have access to development programs.

10. Provisions for basic and applied research and experimentation must be made in all programs.

11. Major changes in performance require long term efforts.

12. Comprehensive long range financing is vital to effective programs in personnel development.

13. More effective evaluation occurs when criteria have been previously established, stated carefully, and organized to enhance data collection.

14. The planned use of evaluation results contribute to more effective efforts.

III. Principles of Teacher Center Operation

On the basis of these assumptions a set of operating principles for a cooperative teacher center could be derived. It would be assumed that a center built on these principles would be most likely to introduce and carry out an SBTE program. These principles then might be similar to the ones listed below.

1. A teacher center must have the active involvement of the three major partners -- teacher organizations, the school district, and colleges/universities. The involvement of the community and the state must also be assured.

2. Functional involvement of the partners in the teacher center is preferred to parity or one partner assuming control.

3. A teacher center should be an independent effort not subject to control by any of the partners but operating within the legal constraints imposed on the partners.

4. Teacher center by-laws, operating procedures, and purposes should be carefully and precisely stated to provide for consideration of all opinions and viewpoints.

5. Teacher center programs should encompass both preservice and inservice needs as well as the needs of all types of professional personnel.

6. Teacher center programs must include experimental as well as proven procedures and should be devised in such a way as to provide needed research data.

7. Programs which have as their primary purpose to change the behavior of professionals should be long term in nature.

8. Financial commitments should be secured from all active partners thereby insuring a minimal level of stability.

9. Evaluation procedures to insure adequate judgment of success or failure should be established at the outset. Criteria, procedures, and use of results should be thoroughly explored and written prior to teacher center establishment.

IV. Roles of Partners in Teacher Centers

The roles and/or functions of the three major partners of a teacher center will now be delineated utilizing the assumptions and principles previously stated. Suggestions for possible roles of two additional partners are also given.

School Districts: One of the three major partners. Obligated to provide teacher centers with those personnel development needs mandated by state statute or required by local board decision or by utilization of a special program. Should commit sufficient financing and personnel to support teacher center activities and provide leadership in the inservice activities. Should assist in preservice and other training programs.

Colleges/universities: One of the three major partners. Should provide teacher center with certification requirements for preservice programs and assume leadership for these programs. Obligated to commit adequate financing and personnel to insure stability of teacher center. Should provide assistance in inservice activities, contribute expertise in all areas, and be active in research and experimentation.

Teacher organization: One of the three major partners. Obligated to provide needs and leadership in areas of individual development of teachers. Should contribute financial support to teacher center, be concerned for teacher involvement, and be ready to mediate differences between the other two major partners.

Communities: Should be active participants in goal development of teacher centers and in the evaluation of achievement of these goals. May serve as sounding board for professionals who develop the specific programs. Should be instrumental in securing public support of teacher centering.

State: Should provide the teacher center with interpretations of statutes of regulations which affect the teacher center. May provide data on similar programs in other areas of the state or in other states.

V. Implementation Plan

Teacher centers which become involved in incorporating into their programs the School Based Teacher Educator Training Assessment Program will, of necessity, need to examine carefully the management factors which will assist in making the training program a success. These factors or elements of management are commonly agreed to be (1) planning, (2) organizing, (3) staffing, (4) directing, and (5) controlling. Added to these is the factor of evaluation which could be regarded as a separate element. Theoretically, these elements may occur in the order mentioned above; however in practice several elements may develop simultaneously and teacher centers may expect to move back and forth from one element to another as the need arises. This section devotes attention to each of these elements suggesting objectives, action steps, and assessment procedures.

A. PLANNING

Planning involves selecting objectives -- and the strategies, policies, programs, and procedures for achieving them -- either for the entire teacher center or for any part of it. Planning is, of course, decision making, since it involves selecting among alternatives.

Objectives for Planning

1. To review existing policies to determine the possibility of participating in the SBTE Training Program and to revise or add policies which would facilitate the participation.

2. To involve the policy making board or council and the management staff in the selection of appropriate objectives for the incorporation of the SBTE Training Program into the overall program of the Teacher Center.

3. To employ the "Criteria for Participating in the SBTE Training/Assessment Project for 1977-1978" (as proposed by the Project Staff) as the basis for the selection of strategies for implementation. (See Attachement #1.)

4. To prepare a program outline for active participation in the SBTE Training Program.

5. To develop a set of specific procedures for initiating the SBTE Training Program, for monitoring its progress, and for evaluating the results.

Action Steps for Planning

1. Have management staff prepare an analysis and evaluation of Teacher Center Policies to determine scope of existing policies, omitted elements, and needed changes.

2. Hold a meeting of the policy board specifically devoted to utilizing the results of the above study in the development of a set of performance objectives for the implementation plan. These objectives may be proposed by the staff, by members of the policy board, or developed wholly during this meeting.

3. Review carefully the "Criteria for Participating in the SBTE Training/Assessment Project for 1977-78."

4. Develop strategies for implementing the Training Program.

5. Prepare a program outline utlizing the major factors and steps in the SBTE Training Program.

6. Have the staff prepare a set of specific procedures including the detailed steps necessary to get the program underway, to monitor its progress, and to evaluate its results.

Assessment Procedures

for Planning

1. Using the objectives for planning suggested above, develop a set of criteria for judging achievement of the planning element.

2. Collect evidence of performance of personnel related to each objective proposed.

3. Make judgments as to the accomplishment of each objective.

4. Prepare recommendations to continue, modify, or repeat the action steps.

A schematic representation of the planning element is contained in Figure 1. For easy reference the figure gives an overall view of the element. Evaluation of the element should be conducted during and after the institution of the element. Figure 1a illustrates a means of achieving Action Step No. 2. A similar plan could be devised for each of the action steps in this element and those elements which follow.

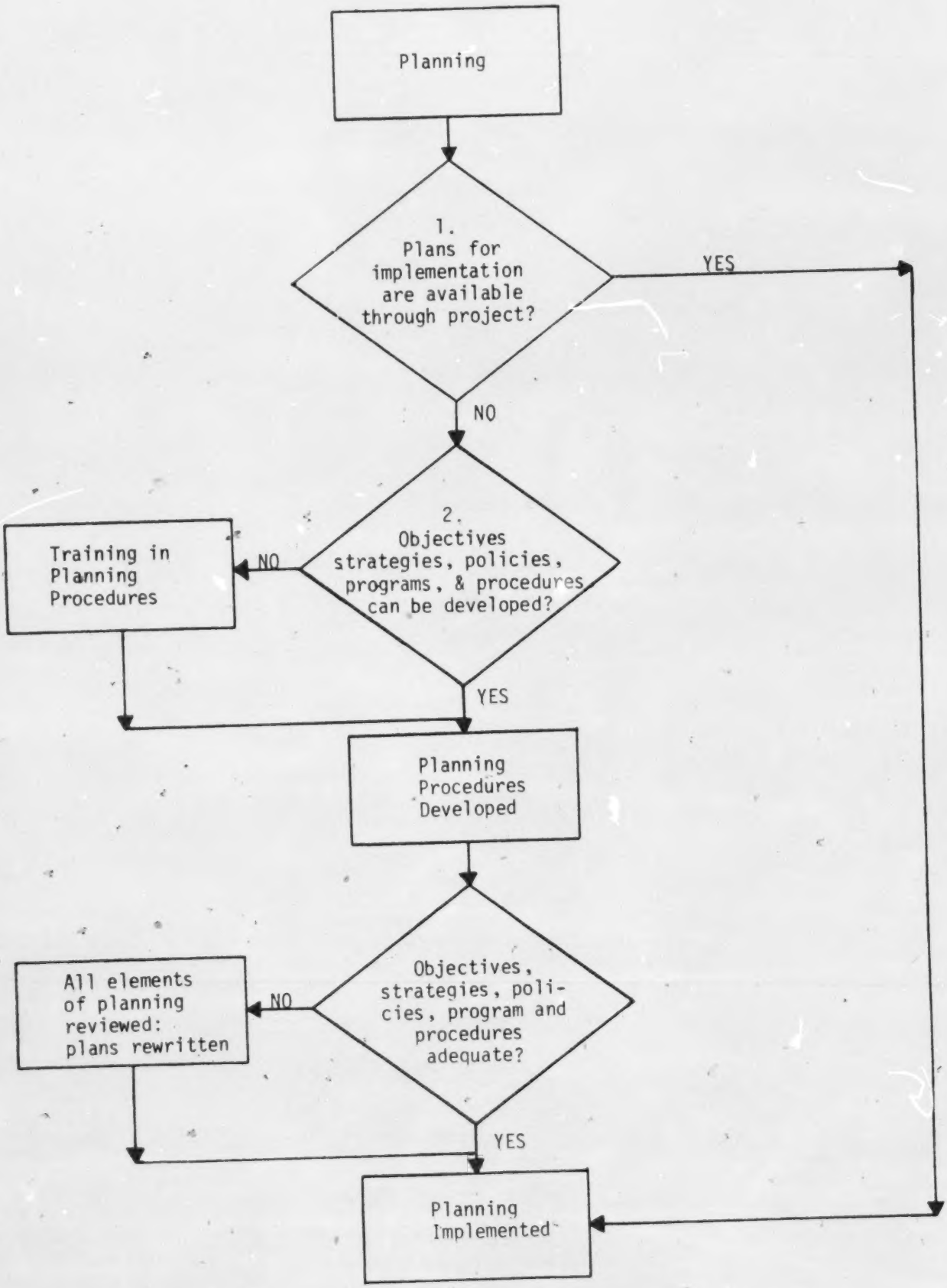
Planning
1. Plans for implementation are available through project?
YES
NO
2. Objectives strategies, policies, programs, & procedures can be developed?
NO
Training in Planning Procedures
YES
Planning Procedures Developed
Objectives, strategies, policies, program and procedures adequate?
NO
All elements of planning reviewed: plans rewritten
YES
Planning Implemented

Figure 1.

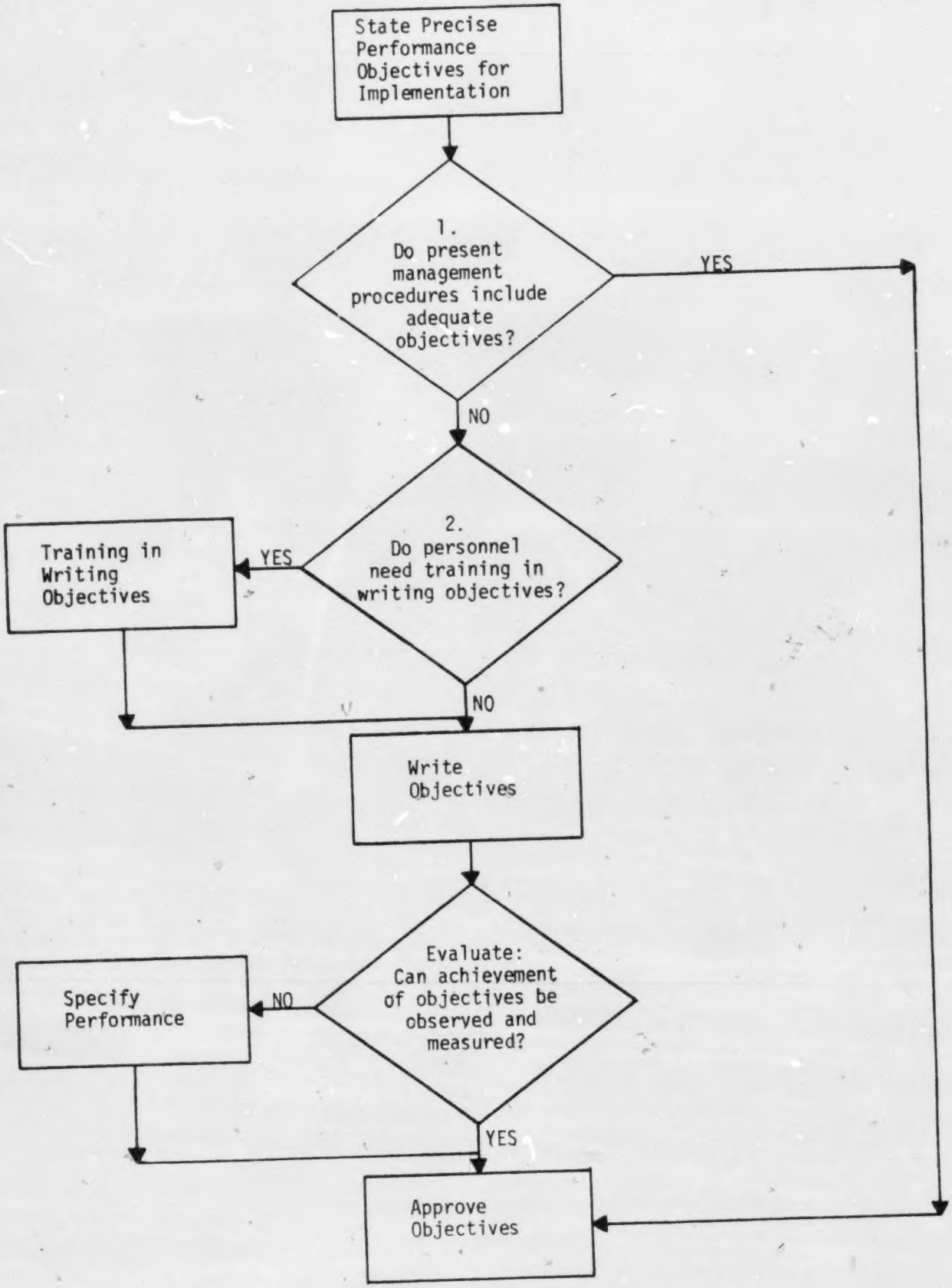
State Precise Performance Objectives for Implementation
1. Do present management procedures include adequate objectives?
YES
NO
2. Do personnel need training in writing objectives?
YES
Training in Writing Objectives
NO
Write Objectives
Evaluate: Can achievement of objectives be observed and measured?
NO
Specify Performance
YES
Approve Objectives

Figure 1a.

B. ORGANIZING

Organizing involves the establishment of an internal structure of roles through determining and enumerating the activities required to achieve the goals and objectives of the Teacher Center or of any one of its programs. In the case of the SBTE Training Program, attention given to the material already produced by the SBTE Project will be extremely helpful in organizing the training program.

Objectives for Organizing

1. To review the materials published by the SBTE Project and the "Criteria for Participation in the SBTE Training/Assessment Project - 1977-78."

2. To identify the elements of the organizational pattern necessary to achieve the goals of the Training Program.

3. To prepare an organizational plan for implementing the SBTE Training Program which will include roles of all personnel.

Action Steps for Organizing

1. Collect the materials published by the SBTE Project.

2. Summarize important concepts and ideas either orally or in print for participants at this stage.

3. Determine and enumerate the activities necessary to achieve the objectives of the SBTE Training Program.

4. Prepare a set of roles of personnel based on the determination and enumeration of the activities necessary to achieve the objectives.

5. Organize these roles in an overall plan for implementing, monitoring, and evaluating the SBTE Training Program.

Assessment Procedures

for Organizing

1. Compare collected materials against list of published reports.

2. Discuss summary of important concepts and ideas with participants to determine if summary is accurate.

3. Compare activities with objectives. Make judgment of capability of achieving objective.

4. Judge statements of roles against criteria of achievement of objectives.

Figure 2 shows one way to illustrate the procedures to be taken in establishing the roles. Alternative procedures can, of course, be developed which will also achieve the objectives of this element.

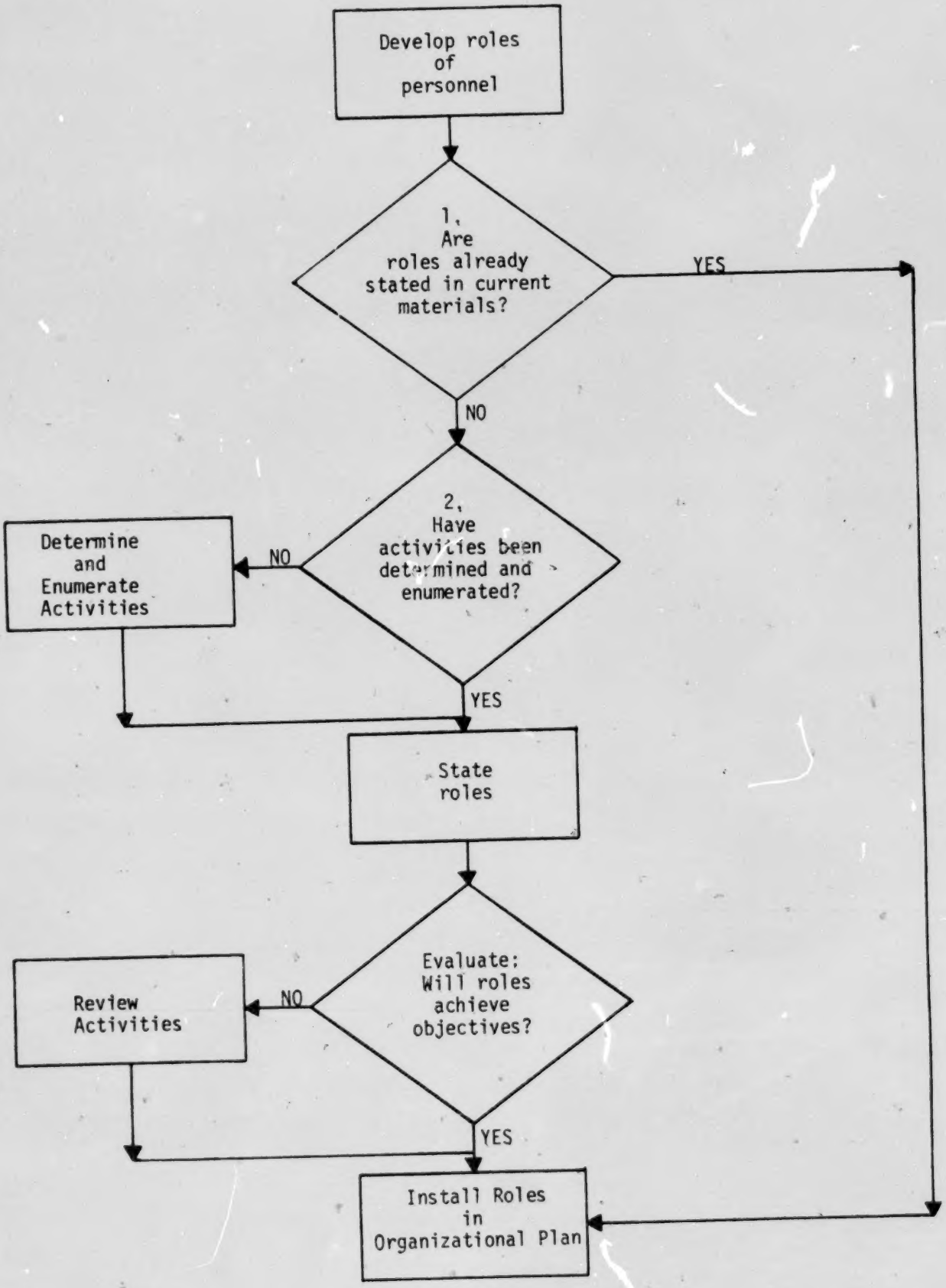
Develop roles of personnel
1, Are roles already stated in current materials?
YES
NO
2, Have activities been determined and enumerated?
NO
Determine and Enumerate Activities
YES
State roles
Evaluate: Will roles achieve objectives?
NO
Review Activities
YES
Install Roles in Organizational Plan

Figure 2.

C. STAFFING

Staffing involves manning and keeping manned the positions required through role development. Defining manpower requirements, advertising for candidates, appraising candidates and selecting personnel are the major activities of this element. The provision of training for personnel and the development of evaluation procedures are also considered important.

Objectives for Staffing

1. To determine personnel requirements for implementing, monitoring, and evaluating the SBTE Training/Assessment Program.
2. To secure adequate numbers of personnel who can perform the tasks specified in the roles.
3. To provide the necessary training for personnel selected.
4. To develop evaluation procedures for personnel involved.

Activities for Staffing

1. Utilizing role statements and develop personnel specifications.
2. Advertise for candidates, interview and appraise candidates, and select most likely candidates.
3. Select an implementation specialist to coordinate the on-site field test efforts.
4. Send implementation specialist to training workshop for the SBTE Program.

5. Assist implementation specialist in training activities for other staff members.

6. Develop clear and precise steps to be taken in appraising or evaluating personnel for continuation or promotion.

Assessment Procedures for Staffing

1. Compare personnel needs identified with roles developed.

2. Keep records of advertising, appraisal and interview activities, and final selection procedures. Evaluate against objectives established.

3. Secure judgments to personnel regarding training programs.

4. Determine effectiveness of evaluation procedures by securing reactions of personnel involved.

5. Submit findings above to policy board for review.

The steps to be taken in Staffing are shown in Figure 3. These steps are only the basic steps. Elaboration or expansion of any one of the steps may be necessary.

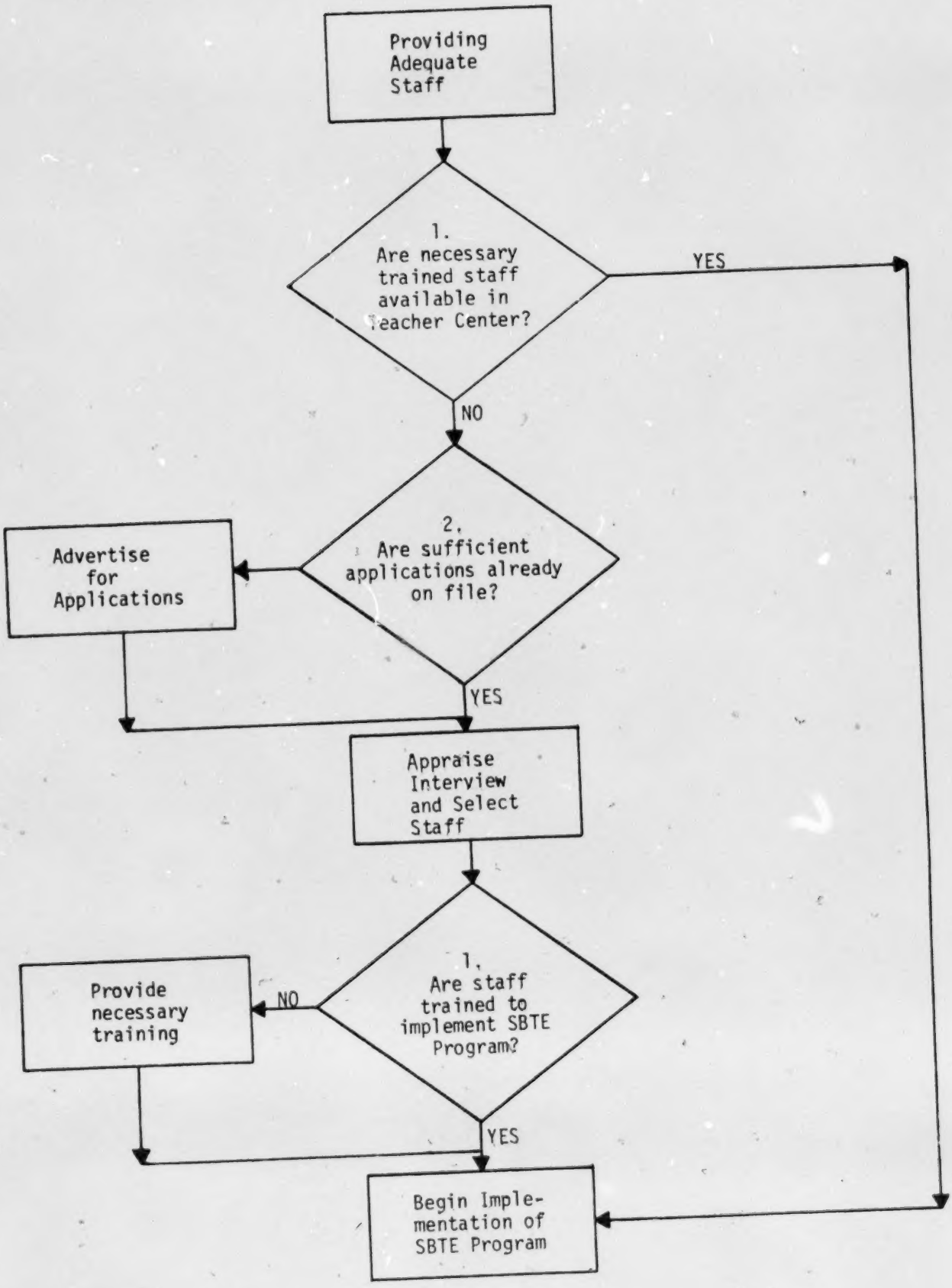
Providing Adequate Staff
1. Are necessary trained staff available in Teacher Center?
YES
NO
2. Are sufficient applications already on file?
Advertise for Applications
YES
Appraise Interview and Select Staff
1. Are staff trained to implement SBTE Program?
NO
Provide necessary training
YES
Begin Implementation of SBTE Program

Figure 3.

D. DIRECTING

Directing involves guiding and leading the staff. Methods of motivation and leadership activities are part of this element. The importance of this element is emphasized in its direct relation to the success of the Teacher Center and any of its organized programs.

Objectives of Directing

1. To establish effective leadership techniques for directing the SBTE Training Program.
2. To develop motivational activities for participants and staff of the SBTE Training Program.
3. To identify major sources of support for and opposition to the SBTE Training Program.
4. To select effective communication methods for the directing of the SBTE Training Program.

Activities of Directing

1. Identify, appraise, and select specific leadership stances for the SBTE Training Program.
2. Poll potential participants and staff for feelings about the SBTE Training Program.
3. Determine most effective means of motivating staff and participants. Select most appropriate rewards for each.
4. Collect, organize, and rate communication methods based upon a criteria of effectiveness. Select most effective.

Assessment Procedures for Directing

1. Document specific accomplishments of implementation programs.

2. Identify evidences of acceptance and support of the program.

3. Evaluate the rewards provided to determine if they are dominating the motivational procedures.

4. Develop specific criteria for evaluating communications methods. Have staff, participants, and personnel from other teacher centers rate methods.

Figure 4 shows a plan for installing the directing element of the management plan. Evaluation of the element would, of necessity, occur after installation.

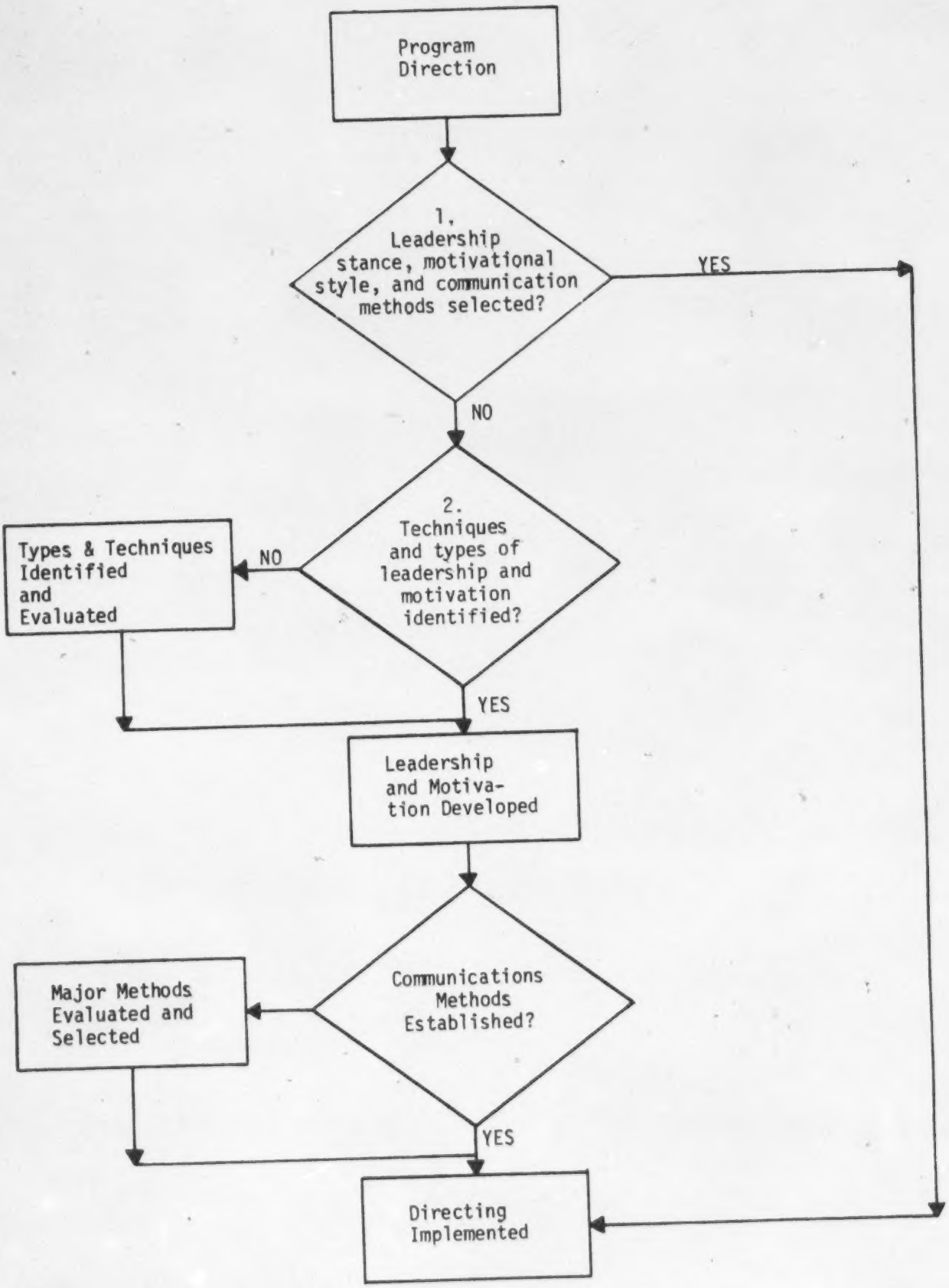
Program Direction
1. Leadership stance, motivational style, and communication methods selected?
YES
NO
2. Techniques and types of leadership and motivation identified?
NO
Types & Techniques Identified and Evaluated
YES
Leadership and Motivation Developed
Communications Methods Established?
NO
Major Methods Evaluated and Selected
YES
Directing Implemented

Figure 4.

E. EVALUATING

The element of evaluating has become a major management consideration in recent years. Major changes in methods of operation and in objectives have occurred as a result of feedback from evaluation. The major activities are establishing criteria for judgment, collecting data for making judgments, and drawing the evaluative judgments from comparing the data collected with the criteria.

Objectives for Evaluation

1. To establish criteria for evaluation of the program based on measureable performance objectives.
2. To devise procedures for collecting the data necessary to make the evaluations.
3. To draw conclusions or form judgments based on a comparison of the data and the criteria.

Activities of Evaluation

1. Accept criteria proposed by the SBTE project staff and make acceptable additions prior to implementing the program.
2. Additions to criteria should be made based on performance of participants after training in SBTE program.
3. Procedures for collecting data for evaluation purposes should be carefully devised prior to implementing the SBTE Training Program.

4. Establish means of making evaluative judgments. Use policy board, outside team, or other sources for personnel.

Assessment Procedures for Evaluation

1. Establish team to evaluate the program of evaluation.

2. Write criteria based on objectives of management program. Use those for each element.

3. Collect data concerning the accomplishment of each objective.

4. Rate accomplishment in objective terms.

The major considerations of the final element of the management process are depicted in Figure 5. As always the plan of evaluation should be established prior to the implementation of the project.

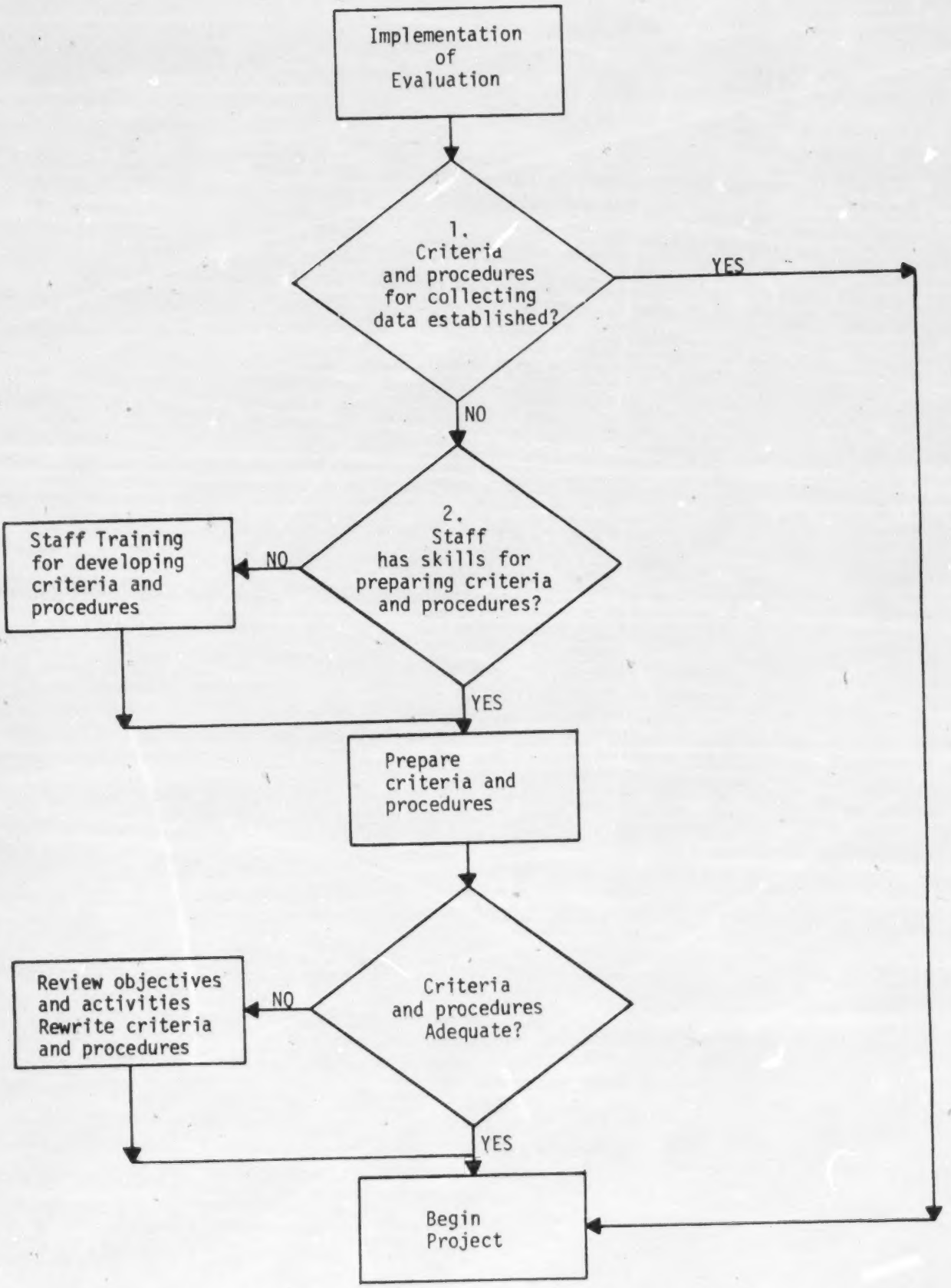
Implementation of Evaluation
1. Criteria and procedures for collecting data established?
YES
NO
2. Staff has skills for preparing criteria and procedures?
NO
Staff Training for developing criteria and procedures
YES
Prepare criteria and procedures
Criteria and procedures Adequate?
NO
Review objectives and activities Rewrite criteria and procedures
YES
Begin Project

Figure 5.

SUMMARY

Teacher Centers which are committed to installing complete programs such as the School Based Teacher Educator Training/Assessment Program should find the elements described in this report useful. Management plans, as with all plans involving personnel, must be modified to fit existing situations. Teacher Center personnel are encouraged to use any or all of this material in the manner most appropriate for the particular Center.

Attachments

Attachment #1

PROPOSED TEACHER CENTER CRITERIA FOR PARTICIPATION IN SBTE TRAINING/ ASSESSMENT PROJECT-1977-78

1. Willingness to implement a minimum of two instructional units (Introduction and one additional unit) between October 1, 1977 and April 30, 1978, with a minimum of 15 SBTE participants per unit. Teacher Centers are encouraged to exceed these minimums, both in terms of number of instructional units and SBTE participants.

2. Identify an implementation specialist from the Center to coordinate on-site field test efforts. This implementation specialist must be available for a two-to-three day training workshop during September, 1977.

3. Implement instructional units and assessment procedures under specified conditions (e.g. materials used, consistent time allotment, consistent administration of assessment instruments).

4. Participants must be SBTEs, working with preservice or inservice teachers, and willing to:

   a. complete instructional units
   b. complete all appropriate assessment instruments.
   c. supply personal demographic data
   d. be willing to be observed during instruction and assessment

5. Each teacher center will be provided one complete training packet, including audiovisual support materials. The cost of reproduction of materials or purchase of additional packets is the responsibility of the individual center.

6. Sufficient facilitators must be supplied in a ratio not to exceed one facilitator per 15 participants.

7. Project staff must be notified by June 1 of willingness of Center to participate, approximate numbers of SBTEs to be involved, name and address of contact person.

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